

Jack: And so Angela Richardson. Whoo!

Angela Richardson: Oh, thank you, thank you. I just want to get a thumbs up from the AV , are you ready?

Jack: Double thumbs up, yeah.

Angela Richardson: Okay. Everyone do this with me really quick. Take a deep breath, inhale all that great information that Jack just gave you [*Breathing in*], and exhale all that anxiety that may – you may have [*Breathing out*]. Let's get it all out right now. Okay?

We're here to have a great time, to learn about this RFA application, to prepare you, to get you ready to go back to your communities, get everyone together, and write a great application that will go to peer review. Right? Right.

[Applause]

Angela Richardson: Okay, so what we're gonna do – I just want to make sure we have all of our supplies that Jack talked about this morning. We still have our RFA, right? Okay, we still have our pens ready, your highlighters, your sticky notes, your notebooks – whatever you brought, you still have 'em, they're raring to go. Right?

Okay, 'cause we're gonna take a lot of notes in the last, what – few hours until lunch. Okay. We're gonna start on Page 7. We're gonna start with the strategic prevention framework, and from this point on, I'm gonna call it the SPF, because if I keep trying to say stutregic [*sic*] preventions framework, I will get tongue tied like I just did. Okay? I'm just letting you know.

We're gonna go from SPF from this point on. Okay. As you turn to Page 7, I'm not gonna assume that everyone knows what the SPF is. I'm gonna do a community assessment. We ask you all to do a community assessment in your application.

So I'm gonna do a community assessment, 'cause we are a community right now. How many people know what the SPF is? Raise your hands high. Cool, that's great. Okay, so I don't have to spend too much time on that.

What is important to know that it is the basis of your RFA. I don't need to go into the details, because you know that it's based on a public health model. You know all those details.

But it is the basis of your narrative for your RFA. Now, if you need additional information that goes in depth, outside at the CADCA table, there are primers. There are great primers that go through detailed information about the SPF.

So get some, take 'em back home to your communities, hand them out to anyone that's going to be providing input into your application, and anyone that's going to be writing the application. Inform them, so get the primers. Okay?

And these are – I mean, the SPF five steps: Needs assessment, capacity building, planning, implementation, evaluation. Okay? Now – and throughout your application, we want to see sustainability weave through, and we want to see culture competency weave through the entire application.

Now with the – when we refer to culture competence, what do we mean? We want to know that you have welcome, support, accepted the principles of equality of all that are in your community. That's what we're talking about, and that's what we want to see.

We want to see that everyone's voice is represented in this application. So I went through all of that, 'cause I really want to spend a lot of time in the sections of the – of the RFAs.

So what we're gonna do, so we can spend some good – so we can spend a good amount of time into the sections of the RFA, we're gonna move on through, because like when most of you all heard this, you've been here – if you've been here this week, you have heard about it through all – in all the sessions.

We're gonna spend a good amount of time in the actual sections, actual meat of this RFA. Environmental strategies – yay. I need everyone to say with me, repeat after me, “Environmental strategies.”

[Audience] Environmental strategies.

Angela Richardson: Okay, there's 500 people in this room. I – I – this should be a roar, “Environmental strategies!”

[Audience] Environmental strategies!

Angela Richardson: Yes. Here's another one, “Population level change!”

[Audience] Population level change!

Angela Richardson: That's what this RFA is all about. *(Laughter)* Okay. That's what we want to see.

Now when you go back to your communities, you bring everyone to the table, that's what you say to them, and that's what you have them say back to you, “Environmental strategies, population level change.” Those are the strategies that we want to see in this RFA.

Okay. Jack spoke about the RFA evaluation criteria. Now if you go turn now to – let's see, where am I? Oh, if you turn to Page 24 of your RFA, and this is the application review information.

So in this section, this sections explains – and I will put a little sticky note or something there, this section explains the review and selection process, the initial eligibility review that Jack spoke about this morning, the peer review stage that he spoke briefly about, and the final grant award decision.

So in this section, you'll get that, and also you're provided with specific instructions. So it's important to follow these instructions. It is a guide to your application, and it makes – and it makes sure that your application meets the evaluation criteria, the requirements of the DFC program.

Also, a good note, something to do, just a suggestion, is that you pull the Act. Pull the DFC Act, and whomever that is working on this application, have them read it also. So you can understand why we're asking what we're asking for.

So that's just a little tip, a little hint to help in preparation. Okay, in the RFA evaluation criteria, and as Jack said, we gave you a wonderful gift. On Page 87 through 95 is – are the scoring sheets. I would keep that near when you're writing this, and whomever is assisting with writing, have them go over it, too.

And here's another suggestion that once you complete writing your application, that you have maybe a mock scoring. Have someone actually who did not write – have a part in writing it, but have someone go through your application and look at the criteria, and maybe score for you, just some mock scoring.

Have them to be honest, so give you an idea, and that will let you know some areas where you may need to strengthen, or maybe need to be more clear, add more clarity, or justify. So in that, each question will be judged on a four-point scale.

The lowest is three – I mean, I'm sorry, scratch that. The lowest is zero, and the highest is three. Okay? Zeroes everyone knows is unacceptable. You don't want those. This means the response does not answer the questions. Okay?

One is marginal – you don't want those either. It falls short of adequate in addressing the questions. Two is good. Your response – your response to the item is adequate, but not exceptional.

Three is outstanding, and this means your response was brilliant, extraordinary. I mean, when the reviewer read it, they were like, "Ah, yes!" So try to get threes, okay?

Okay, one thing to know, that the raw score for each section will be adjusted to reflect the weight assigned to each section, and the weighted score will be your final score for that section. Okay? All applications will receive a total score between zero, which we don't want, to a hundred. Okay?

Now, this is important. In addition to the general instructions, be sure to carefully read and respond to the guidance, the questions, and instructions that are related to each, individual section. It's all there. This is a wonderful RFA.

Okay, I – attending the sessions that Jack did yesterday and listening to their presentations, I came up with a theme for this RFA, and the theme is, "No fluff, be real about it." That's my theme for this RFA. *(Laughter)*

And what I did was, I created – well, I didn't create, I pulled out of the RFA a must-do list. This list is nonnegotiable. So I will also have, in addition to having a mock review, I will also have quality and control.

So what you want to do is, you want to have someone go through the application, maybe someone, again, who did not write it. Because sometimes when you write it, we all know, we read what we think that we wrote, but it's not really there.

So what I would do is I would have someone to go through and make sure all these must items are there, and make sure just the – just the mechanics of it is there, and that you have everything you need so it will go to peer review.

So the first thing on the must list – and this is on Page 25 of your RFA; it's all there. This is a must, you must use the instructions outlined. These instructions have been designed for this program.

Oh, here's another, this is a don't do on the must list. Do not, if you have a previous application that you have submitted years prior to this, do not dust it off, change the date, and submit it. Don't do that. *(Laughter)* Okay? People have done it.

Okay? You must use these instructions and not the instructions that are found in the 5161. Highlight that, put a red circle around it. You want to use the instructions that are in this RFA and not the program narrative instructions found in the PHS 5161, extremely important.

In Sections A through E of your project narrative, it cannot be longer than 26 pages total. You must use the five headings provided below each section.

And when you go through the RFA, it reminds you each time, "Retype the heading, retype the heading." So you get constant reminders in the application.

Also, you must respond to every question, every request in each category of the project narrative individually. You must retype the bold portions of every section header, question, or request directly above each response you provide.

Be sure all responses and required information are in the correct section. Okay? Now listen, here's a good one. If your responses and required information, if they're not in the correct section, they will not be considered or scored.

You cannot go back and say, "Oh, but I had it here or there." No, it has to be in the correct section. Okay?

Your program narrative will be scored according to how well you answer the questions and respond to the sections. This is your story; only you know your story. So tell it well.

Now remember, your project narrative should be complete, concise, and specific descriptions of your coalition's best effort to accomplish the goals of the DFC program.

And again, I mentioned about cultural competence. Although it does not receive an individual score, you are expected to consider cultural competence in responding to each section of your project narrative.

Okay, a few more must. Okay, your coalition should assess the substance abuse problems in your community; factor in the connection between the culture and diversity when formulating, devising, and putting together appropriate and effective responses to your local substance abuse problems.

Remember, as stated earlier, as you develop and implement your own strategic plan, culture issues should be considered and addressed.

Now this also means ensuring that your staff, your volunteers, are adequately presented to represent the population being addressed, and that the members of the population have a voice in the plan. Okay?

That the members have a voice in the plan, and that it's just not one person writing it, one person's vision; that your community, everyone has a voice in this plan.

Here's another must. You must provide a detailed budget and budget justification narrative, which I'll go into detail later. That's Section F, which – that's the last section I'll speak about today, and it must be written in the form that's provided.

But I'll go more into that detail. So now you're going to turn to Page 26. Costella's been waiting for me to (*Laughter*) move to that section. So we're gonna start with Section A, and this is the good stuff.

Now this is the community overview. It starts the community overview of your project narrative. It's not – it's not scored, but it's important because this in your community overview is your opportunity to really describe your community.

The peer reviewers do not live in your community. They don't know what's going on in your community; only you know what's going on in your community.

This section, the community overview, sets the stage so they'll have a clear visual, they'll have a clear understanding of why you've written what you've written in the other sections, Sections A through E.

They want to know why you're doing what you're doing, and if you have a strong community overview, then they'll understand, and they'll say, "Okay, I remember in their community overview, they said that, you know, this – a main corridor cuts right through their community of drug traffic," or, "This is happening."

But only if you tell them, and you give them a strong picture of your community, will they know. Okay, use the information under the heading community overview as a guide. They tell you exactly what they're looking for. Okay?

This is what should be reflected in your community overview: Demographics and relevant census data for your catchment area or community of focus.

In that, here's a breakdown of what they want. They want age, race, ethnicity *[sic]*, socioeconomic status, culture, the total number of students enrolled in grades 6 through 12 in the specific schools and/or districts within your targeted geographical area.

And also, we want to know whether – the geographic area setting. We want to know if you're primarily rural. Are you urban? Also include travel areas in your population. And be specific about your geographic boundaries.

Okay, we're gonna move to Page 27 and Section A. Now this section is scored. It's just as important as the community overview, and note that – put a note, write down on your application somewhere, each section builds on each other. Each section speaks to each other.

No one section is an island; no one section stands on its own. It's all interconnected. So if you put that somewhere so whomever is assisting with providing information or writing it, it must come together.

And sometimes, you may divvy out the sections for one person to write Section A and B and so forth. Make sure you have someone that comes – to come together and write it so it speaks in one voice.

Cause many times, you may read an application, you can tell that three people wrote the application 'cause it speaks differently. So make sure that you have someone that can bring it together.

So Section A is community assessment. It's – the maximum points are 12. Okay, in this section you will describe your community's assessment efforts. What did you do?

The information presented will include all data used to identify the substance abuse problem in your catchment or targeted area in your community of focus.

And this includes the issues in your community that led to the youth use in your community. Once again, the peer reviewers are not in your community. You have to show with data what's going on.

Oh, here's a treat, ding-ding-ding. Whenever I say ding-ding-ding, that means these are high-score tip. So it's in your – it's in your RFA, highlight it, underline, put an asterisk, put something, 'cause this is a good higher-score tip; it's a treat.

In this section, higher scorers will use data effectively to define the youth substance problem in your community, as well as unique local conditions that contribute to the specific use – youth drug-use issues you have identified. Okay?

So in this section, the data will effectively define the problem. We're still on Page 27; we're gonna move to Question A1, which is data on use substance abuse trends.

Now each section through an RFA, it asks specific questions, so you have the main overview of what is – what – what it's about, and then it's gonna ask specific questions. So answer those questions.

Okay, in Question A1, this is where the data from the multiple sources will provide a comprehensive picture. Remember, we want to see a picture of your community and what's going on in your community, and as – how it relates to the substance problem – the youth substance problem you identified.

Identify any and all sources for the data you provide. Explain how the data provided significant measures of current drug use trends, perceptions among youth in your catchment area.

Give examples of sources – may include, but it's not limited to, surveys, student surveys, focus groups, town hall meetings, law enforcements, public health indicators, what's ever *[sic]* in your community. Draw from those sources to get this data.

One example I give is that you know one source could be your local dentist, because you know how meth – if anyone knows about meth, how it – how it decays the teeth in a unique way?

And you may talk to your local dentist. It may say, “You know, in the youth, I'm seeing this trend with this type of tooth decay,” and so that may be just a alert to say, “Well, let's see why. Is this meth?” You know, if this trend is happening.

So just – you know what's in your community. Go to the different sources in your community to collect this data.

Now we're gonna move to Question A2. If I'm going to fast, like Jack said, kinda *[Chuckle]* – so – and Question A2, this is the problem description. And another thing, on one point that I got from Jack yesterday, he said, “Understand the power of your data; data equals information. And also, how do you use this data?”

That's one good point that I had gotten from him. I got several, but that's one for this section I'd gotten yesterday. So on Question A2, in the problem description, you're gonna describe and identify the specific, the exact, the detailed youth substance problem that your coalition intends, what your coalition propose, what you anticipate, what you are determined to impact or change.

You must address, which is speak to, the following items individually in your response. Okay? Based on the data presented, describe the nature and extent of the use of the substance abuse problem in your area.

Be as specific as possible. What is the substance your coalition intends to focus on? And when you be specific, be direct. It's like, don't be all over the place. You know what your data said. You know what your assessment said. So you know what's going on in your neighborhood. So focus on that.

And I know many times I've worked in the community, I want to just fix everything, but we all know that you can't fix everything at one time. We gotta do that – take it in pieces.

So in this application, we wanna know what you plan to focus on right now, and then we know that if you are successful, and you are awarded, that in time, no community – no community is stagnant, communities' changes, so you know that you may see one – one problem go down, one may come up.

But in this, for the purpose of this RFA, we want you to be very specific about what your – what you're focusing on. We want to see the age, again, demographics of the youth using identified substances.

We want to see the trends in use, if available, over the past years. And also, we want to know – okay, make sure your youth are involved. Your youth – your youth knows what's going on in your community. They know what's happening. They know what they're doing.

And some youth are very clever in hiding it. So you may not see it, or it may not come up in your – your data, but if you connect with your youth, the youth – they're great resources, so bring them to the table.

We're gonna turn to Page 28 now. We're still in Section A, and now we're going to Question A3, community conditions. In this section, the reviewers want to see the specific local conditions that you believe contribute to the problems identified.

And this is an, once again, important takeaway. Once again, be specific. Describe the significant, the major – we want to see the major, the noteworthy environmental trends or other issues, such as business closings.

Business closings – we know the economic times, so a lot of businesses may be closing, and that may contribute to a high rate of use.

Or we want to look at the changes in a demographics that may contribute to use, or maybe there's a drug crisis, or problems related to drug impact. The children – remember, I know in this area in the late '80s, early '90s, we just had an insurgence of crack cocaine use in this area.

And that impacted the children. So if – we want to see those sort of trends in your community. What's going on in your community? What – what is causing these conditions to happen?

Okay, we're still on Page 28, but we're gonna move to Section B now of the RFA. And Section B is capacity building, and the maximum points is 12.



Okay, in this section, you must describe the capacity of your target community and your specific coalition as it relates to your local use, substance use problem identified in Section A.

Remember I said how it builds on each other? So Section B has to connect back to Section A, and Section A has to connect to Section B.

So, it is important in this section that you write your application in a cohesive, unified, consistent, interconnected manner. It must all come together, that each section builds on each other and speaks to each other, and refers to each other.

Okay, in this section, describe your coalition's ability to lead and manage change within your community. Describe specific capacity, the ability, a building structure, and plans to maintain your coalition's end leadership.

Ding-ding-ding, high score time. You got your highlighters out? You got your pen ready? Okay, in this section, you'll effectively link the problems identified in Section A.

Remember, we're building back. You see a theme now? So you will identify the problems that you identified in Section A to existing or needed resources in this section.

Okay. Okay, we're gonna move to Section – Question B1, community resources. We're still on Page 28. In this section, we want to know, "What is the existing array of resources in your catchment area?" Describe them, okay?

What do you need to address the problem or problems identified in Section A? What do you need to address that problem that you said that you're having? What do you need to address the insurgence of meth use that's in your community now? What do you need to address that?

We want to know in this section, "What is your current financial resources?" And in this section, we want to know both cash and in kind.

Also, what are your other community assets, skills, or programmatic resources, such as organization, community leaders, training, knowledge, facilities, volunteers, other coalitions, service providers, drug court programs, etc.

We want to see, "What does your community have to assist you in addressing the problems that you identified in Section A?"

Okay, we're still on Page 28, and now we're moving to Question B2. I feel like bingo – B2. *(Laughter)* I know, you win. *(Laughter)* if you write an effective application that goes to peer review and score well. *(Laughter)*

Okay, in this section, in B2, a community gaps and weaknesses. And don't – you know, in this section, sometimes we don't want to really talk about what – I guess it's called airing dirty laundry and you don't want to talk about what's really happening.

But this section is talk about the gaps and the weaknesses, and your ability to reduce substance use. You know, don't be afraid to be vulnerable in this section, to really pull back the curtain to identify your gaps and weaknesses in addressing this.

Be very specific, once again, about the gaps in substance use prevention, whether it's materials, information, and other resources. What are the challenges? We know every community has challenges in addressing this problem.

So what are the challenges you have to overcome to close this gap? Is it cultural? Is it, you know, in your community that, you know, the norm is – it's a rite of passage to drink, that it's okay?

I was watching a program the other day, and in the program – it was one of those reality TV shows – I'm addicted. They had a party; the parents had a party.

And I think she was 17 years old, and she was drinking one of the martinis that – you know, in the pretty glass that her parents was drinking, and her parents were afraid to say something to her, because they thought, "Well, she's in the home, so – and she is 17, so – oh, it's okay."

So is that one of the gaps in your community that's prohibiting you to address this and changing the norms in your community?

Also, here's another link. Think of a chain link; this all has to come together. Be sure you describe how this analysis links to the problems, once again, identified in Section A.

Okay? So we're gonna move to Question B3, which is coalition capacity and structure. We're still on Page 28. And in this section, you're gonna tell us about your key coalition staff. We want to know about them.

We want to know their names, their job titles (where possible), 'cause we know sometimes you may not have hired all of your key staff. But if you do have them, we want to know their names; we want to know their job titles.

We want to know their major roles, their duties. We want to know their qualifications and relevant experience. Once again, the reviewers don't know, you know. Reviewers don't know.

You must be thorough in your job and to describing this. Okay? Cause you're painting a picture; you're creating a story. Have you ever read a book and it was so confusing only the author knew what was going on? You don't want this application to be like that.

And what did you do with that book? You put it down, and you never picked it back up. *[Chuckle]* You don't want your application to be like that. But if you ever had a book that as soon as the first paragraph, you were drawn into it, and you wanted to read it – that's what you want in this application.

Just a quick sidebar. I was reviewer on another application, not this one. We don't – project officers don't review these applications, but I was a reviewer on another application.

And let me tell you, I had about 10 applications, and some of the applications I tell you, it was the hardest thing to get through that thing. And human nature, they didn't score well because it was so laborious to read that application.

But then I – some of the applications, they were so good; they were written well; they drew me in; they explained the problems; they explained what they were doing. They justified if they had issues. It just flowed. I enjoyed reading it, and I tell you, they got high scores. So think about that, just something to think about.

Okay, we're gonna go to Question B3, coalition, capacity, and structure, and then we're moving to – no, we're still on Page 28. Okay?

So in this section, you're gonna tell us about – oh, I already said that. Oh, I'm sorry. I'm sorry, we're moving to Page 29 on the same section. I apologize.

Okay, now we wanna know, "How does your coalition resolve conflict?" Once again, I tell you, we're pulling back that curtain to see what's really going on, and we want to see how you resolve conflict within the structure, while working on developing and implementing your plans.

Everybody knows about group – the group process. You form, you storm, you – and then you perform. But after you form, you storm. And we wanna know, "When you're in that stormy phase, how do you resolve that conflict?"

And we also wanna know how your coalition includes the community. How does it promote community involvement? How does it encourage volunteer participation? How does it ensure continued recruitment of new members?

We – you all, we wanna see the new members coming in, the new ideas coming in. Have you ever been someplace where the same people have been there for 20 years? Yeah, need I say more? *(Laughter)* Okay.

Also, we wanna know that – we want you to look at any – address any problems identified and new challenges, and we wanna know what the specific roles, the contributions of each of the 12 required sectors that Jack spoke about earlier.

And also, we want a list of the 12 sectors that – now this – the 12 sectors can be found in the application, so we wanna know what their specific roles are. Okay?

So we're gonna take a break now. We've covered Sections A through B. We're gonna take a break. How long is the break, Jack? A 15-minute break. When we come back, we're gonna go into Section C, which is planning.

*[End of Audio]*